Idaho English Language Assessment Transition Document
IDAHO STATE DEPARTMENT OF EDUCATION

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Introduction

Beginning in the 2015-16 school year, Idaho became a full member of the WIDA Consortium. The WIDA Consortium is made up of states which support the consortium's mission of advancing the academic language development and academic achievement for English Language Learners (ELLs). This is accomplished through the use of high quality standards, assessments, research and professional development for educators.

Why are ELLs tested annually for English language proficiency?

Under Title I of the No Child Left Behind (NCLB) Act of 2001, all states are required to identify languages other than English spoken in all public school students' homes. If a language other than English is identified, the district is required to assess the student's English proficiency and subsequently place the student in an instructional program if needed. Those students who are identified and placed in an English proficiency instructional program, the federal law requires that the students are assessed annually on English proficiency; more specifically, the assessment must measure an ELLs proficiency in oral language, reading and writing skills [NCLB 1111(b)(6 & 7).

For additional information, go to: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html

Why is Idaho changing English language proficiency assessment?

Through Idaho's ESEA (Elementary & Secondary Act) Flexibility Waiver, it is required that the state provides an English proficiency assessment for our ELLs that is aligned with the state's academic standards, as well as, the state's English language development standards.

With the adoption of the WIDA English Language Development Standards and implementation beginning the 2012-13 school year, the 2015-16 school year will be the first year that Idaho will administer WIDA's English proficiency assessment, the ACCESS 2.0, which will become Idaho's English language assessment.

For additional information on Idaho's ESEA Flexibility Waiver: http://www.sde.idaho.gov/site/esea/

For additional information on Idaho's English language assessment: http://www.sde.idaho.gov/site/assessment/IELA/.

What are Idaho's security and testing protocols for WIDA assessments?

All WIDA English language proficiency assessments should be kept secure. As with all secure tests it is important to maintain the confidentiality of all test materials and the testing results. When not in use, be sure to secure all testing materials and do not leave any of the materials unattended prior to or after testing. Even the consumable materials are to be kept secure. All consumable materials should be destroyed or filed in a cumulative file.

Be sure to read the test security sections of each assessment's test administrator manual for specific details.

What is included in this guidance document?

This guidance document provides Idaho districts and schools with information on the transition from the previous Idaho English language assessment to the WIDA suite of assessments; more specifically, the information herein focuses on the following topics:

- English Language Proficiency Screener: W-APT

- Annual English Language Assessment: ACCESS for ELLs 2.0 & Alternate ACCESS for ELLs

- Assessment Timeline

- Accountability: Annual Measurable Achievement Objectives (AMAOs)

English Language Proficiency Screener

All districts/schools are required to have a home language survey (HLS) to determine **if** a student **may qualify** for an English language instructional program. A sample survey, in English and Spanish, can be found in Appendix A of Idaho's State LEP/Title III Program Manual found at: http://www.sde.idaho.gov/site/lep/state_federal.htm.

The Home Language Survey (HLS) must include at least the following questions:

- What is the primary language spoken in the home?
- Is any language other than English spoken in the home?
- Which language does your child most often use?
- What language do you use to speak to your child?
- What language does your child use to speak with others?

If the student's HLS indicates a language other than English; and an environment where a language other than English is dominant, the student must be tested with W-APT within 30 days of the start of the school year. Following the first 30 days of registration, districts must screen students within 2 weeks of their entry into the school.

English Language Proficiency Screener Overview

Which English language proficiency screener will schools and districts use beginning in 2015-16?

Beginning the fall 2015, all Idaho public and charter districts are to use WIDA's screener, the W-APT.

What is the W-APT?

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be identified as needing English language support. Results of the W-APT are used for potential placement into ELL services. The W-APT is one component of WIDA's comprehensive assessment system.

What is the purpose of the W-APT?

The W-APT was designed to be used as:

- The criteria to determine eligibility for language support services
- An indicator of a student's language proficiency level (1 through 6) on the WIDA continuum
- An aid to determining appropriate levels and amounts of instructional services

The W-APT is not a substitute for the annual English proficiency assessment for ELLs and should **not** be used for the purpose of progress monitoring or exiting a student from language support services.

What is the cost of the W-APT?

As a member state of the WIDA Consortium, Idaho districts have access to the downloadable copies of the W-APT at no cost. Districts do have the option to purchase the blackline masters directly from MetriTech for $90 at wida@metritech.com or 1-800-747-4868 (ask for WIDA Support).

Within a district, please contact your District Assessment Coordinator or ELL Coordinator to access copies of the W-APT.

Can Title III funds be utilized for W-APT training or test administration?

Title III funds **cannot** be used for identification or placement purposes. Though the K-12 W-APT is downloadable free from the WIDA website, should a district decide to purchase the blackline master copies from MetriTech, Title III monies cannot be used. Nor can Title III monies be used to purchase training, hire substitute teachers to administer the assessment or pay any other costs associated with the W-APT.

The sole exception to this guidance is in regard to Kindergarten test administration. Title III funded staff may administer the W-APT to kindergarten students as kindergarten is supplemental in Idaho.

W-APT Training, Testing Materials & Secure Login

Where do I access W-APT training and testing materials?

All training and testing materials are available at www.wida.us in the Download Library. All training and testing materials are secure and require a login.

How can I obtain a login to access the W-APT training and testing materials?

All educators with a WIDA login are able to access the W-APT training materials.

<u>Only</u> **District Assessment and ELL Coordinators** have access to W-APT testing materials. They will receive their WIDA logins from WIDA Client Services (help@wida.us). These coordinators will distribute paper copies of the W-APT for administration purposes <u>and</u> enroll district personnel as authorized test administrators/proctors with WIDA logins to access W-APT training materials.

If you are a **testing proctor or a district ELL educator**, please contact your District Assessment or ELL Coordinator to determine how you are to obtain access to the WIDA W-APT testing materials.

What W-APT training is available?

For W-APT training materials, go to WIDA's Download Library: https://www.wida.us/downloadLibrary.aspx

A good place to begin preparation would be to view the 2014-2015 *Training Webinars*.

It is expected that all test administrators:

- Read W-APT *Test Administration Manual*(s) for the grade levels for which they are responsible
- Read *Scored Student Writing Samples*
- Watch training webinars appropriate for the grade level of administration

For those responsible for training others in W-APT test administration, Power Points are available in the *Training Toolkit* section.

W-APT	More Info
Kindergarten Test Forms	Show
Grades 1-2 Test Forms	Show
Grades 3-5 Test Forms	Show
Grades 6-8 Test Forms	Show
Grades 9-12 Test Forms	Show
Training Toolkit	Hide
Administering the W-APT, Grades 1-12	PPT
Scoring the ACCESS for ELLs & W-APT Speaking Tests	PPT
Administering the Kindergarten W-APT	PPT
Training Webinars	Hide
W-APT General Overview Webinar	FLASH
W-APT Speaking & Writing Tests Webinar	FLASH
W-APT Kindergarten Test Webinar	FLASH
Kindergarten Manual	PDF
Grades 1-12 Test Administration Manual	PDF
Scored Student Writing Samples	PDF
2014-15 Kindergarten W-APT Webinar	FLASH
2014-15 Grades 1-12 W-APT Webinar	FLASH
W-APT Score Calculator	Site
LESS	▲

W-APT Test Administration

Is W-APT grade-level specific or arranged in grade level clusters?

W-APT is divided into grade-level clusters:

- *Kindergarten*
- *Grades 1-2*

- *Grades 3-5*
- *Grades 6-8*
- *Grades 9-12*

What grade level cluster should be administered?

The W-APT™ for a particular grade level cluster should be administered to children one semester beyond the beginning of the grade level cluster and one semester beyond the end of the grade level cluster. For example, 1st, 3rd, 6th and 9th grades FIRST SEMESTER, should be administered the former grade level cluster.

WIDA has made this recommendation based on the fact that students just entering a new grade level cluster have not yet had a chance to be exposed to the language standards and content topics appropriate for the grades in that cluster.

First Semester												
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Level Cluster Test	K	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12
Second Semester												
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Level Cluster Test	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12

At semester, **Grades 1, 3, 6 and 9** change Grade-Level Cluster test forms

Kindergarten students:
- 1st semester – administer only two domains, Listening and Speaking
- 2nd semester – administer all four domains (Listening, Speaking, Reading, Writing)

What is the sequence for testing domains (Listening, Speaking, Reading, Writing)?

W-APT for all grade levels, except kindergarten, is administered as follows:

- The Speaking test is administered first, followed by the Listening, Reading, and Writing tests.

- All components are adaptive, meaning the component in process is stopped when the test administrator reaches items with more complex material than the student is likely to successfully handle. Instructions for stopping a component are included in the test script.

How is the Kindergarten W-APT different from the 1-12 grade levels?

The Kindergarten W-APT is meant to be administered to Kindergartners and first semester 1st grade students. It is organized as a single, individually-administered test with a combined Speaking/Listening component and separate Reading and Writing tests. Depending on each individual student, utilize the W-APT in the following manner.

- First semester Kindergartners are assessed with the Listening and Speaking components of the Kindergarten W-APT.
- Second semester Kindergartners and first semester 1st graders are assessed with all four components of the W-APT – Listening, Speaking, Reading and Writing.

Please see Appendix A for English Language Learner Identification and Eligibility.

Can the W-APT be administered in groups?

The W-APT is designed to be individually administered. The W-APT is adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his/her performance ceiling.

Who can administer the W-APT?

Each district will determine who their test administrators are and will ensure that they have completed the W-APT training resources before administering tests.

W-APT Scoring & Reports

Who scores the W-APT?

The W-APT is scored by the test administrator.

How do I score the W-APT for grades 1-12?

Trained test administrators determine whether a student's *Speaking* response approaches, meets, or exceeds expectations based on a given rubric.

Scoring for the *Writing* test is also based on a rubric. Scored writing samples are available to help raters get accustomed to using the rubric. Note that test administrators do not score the ACCESS for ELLs Writing test, so W-APT test administrators must take on additional training to reliably score students' Writing tests.

An answer key on the scoring sheet is provided for the multiple choice *Listening* and *Reading* items.

The W-APT scoring sheet guides test administrators in assigning an overall or composite English language proficiency level for all four components of the test.

How do I interpret the scores from the Kindergarten W-APT?

Kindergarten W-APT scores do not directly convert to a proficiency level (1-6). The assessment is diagnostic, and the scores inform teachers what skills the students have in English. Each state has its own policy on using Kindergarten W-APT for placement decisions.

What is the W-APT Score Calculator and how can I utilize it?

The W-APT Score Calculator is a tool to save test administrators the time and trouble of manually converting raw scores and calculating students' composite proficiency levels (CPLs). Since the W-APT utilizes grade-level clusters, the student's composite proficiency level does not necessarily reflect the grade level of the student taking the assessment. Thus, the composite score must be adjusted to be reflective of the student's grade level. WIDA's score calculator calculates Speaking, Reading, Writing and Listening scores, along with the CPL and a grade-adjusted CPL. Unfortunately, it cannot be applied to Kindergarten scores at this time.

To access and utilize the W-APT Score calculator, please visit https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx.

How should I evaluate the results of the W-APT to determine if a student qualifies for English Learner services?

For those students who are administered the **Kindergarten** W-APT:

- First semester Kindergarteners are administered only the Listening and Speaking domains. Regardless of their combined Listening/Speaking raw score, students are coded as L1 (1st year identified) and do not have an opportunity to exit ELL status until the student meets the state's exit criteria in the spring.
- Second semester Kindergarteners are administered all four domains. Regardless of their combined Listening/Speaking, Reading and Writing raw scores, students are coded as L1 (1st year identified) and do not have an opportunity to exit ELL status until the student meets the state's exit criteria.
- First semester 1st graders are administered all four domains. A combined Listening and Speaking score of 29 or higher, AND a Reading score of 14 or higher, AND a Writing score of 17 or higher will meet the minimum criteria for English proficiency. These students do not qualify for ELL support services.

For those students who are administered the grades **1st Grade** (2nd semester) **– 12th** W-APT:

- If the grade-level adjusted composite score is 5.0 or higher AND all domains are 5.0 or higher, the student meets the minimum criteria for English proficiency.

Please see Appendix A for English Language Learner Identification and Eligibility.

What do the components of the Kindergarten W-APT provide educators?

The Listening and Speaking components provide educators with the student's oral proficiency score, which can be used to determine the level and intensity of services which will be appropriate for the student. The results of the Reading and Writing components provided needed diagnostic information to be used as additional criteria to guide instruction and services.

The Kindergarten W-APT is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency. Scoring details can be found in the W-APT Test Administration Manual and on the scoring sheets.

Where should W-APT score sheets and reports be stored?

Student W-APT sheets and reports must be kept in a student's cumulative (CUM) folder. The district may also choose to maintain a copy in an ELL working file.

Be sure to also include the results in the Parent Notification letter.

How can W-APT (or ACCESS for ELLs 2.0) scores for newly enrolled students be obtained?

These scores should be included in the student's CUM folder. Upon receiving the CUM folder, if the score reports are not included, contact the previous school and request the score reports. Once you receive the score reports, as long as the student's W-APT (or ACCESS for ELLs 2.0) scores are dated less than one year prior, continue to utilize the scores for ELL designation and support services.

If the student is a transfer from another WIDA state, first contact the previous school. If you do not receive the needed reports, you can contact the State Education Agency personnel listed under the member state's contact information on the WIDA website https://www.wida.us/membership/states/index.aspx and request the needed reports. Keep in mind that some states do not require the W-APT or ACCESS score reports to be filed in student CUM folders. Once you receive the score reports, you will need to apply Idaho's recommended criteria for eligibility; in that, different states often use different criteria and cut scores.

What if you do not receive a transfer student's assessment scores and reports from the sending state or district in a timely manner?

Federal regulations mandate that students must be identified within the first 30 days of registration or two weeks after enrollment within the school year. If scores are not attainable within this window, districts are responsible for administering W-APT to determine ELL status and appropriate support services for the student.

Annual English Language Assessment – ACCESS for ELLs 2.0 & Alternate ACCESS for ELLs

Under the No Child Left Behind Act (NCLB) of 2011, (Section 111(b)(1), all states are required to annually assess their ELLs' proficiency with the English language (Title III Law, Section 3116 (b)(3)(C). Through Idaho's ESEA (Elementary & Secondary Act) Flexibility Waiver, it is required that the state provides an English proficiency assessment for our ELLs that is aligned with the state's academic standards, as well as the state's English language development standards.

With the adoption of the WIDA English Language Development Standards and implementation beginning the 2012-13 school year, the 2015-16 school year will be the first year that Idaho will administer WIDA's English proficiency assessment, ACCESS 2.0, which will become Idaho's English language assessment.

Idaho's English language assessment is administered annually every spring to calculate growth and proficiency in the English language for English Language Learners (ELLs). All districts that serve ELLs are held accountable to these growth and proficiency measures on the English language assessment for their ELL population. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet
.
Please note that Idaho's English language assessment and the Idaho State Achievement Test (ISAT) are two different tests that measure different abilities. The ISAT measures content knowledge and skills, while the English language assessment measures an ELL's English language ability.

For additional information on Idaho's ESEA Flexibility Waiver: http://www.sde.idaho.gov/site/esea/

For additional information on Idaho English language assessment:
http://www.sde.idaho.gov/site/assessment/IELA/ .

English language Proficiency Assessment Overview

What annual English language proficiency assessment do schools and districts use beginning in the 2015-16 school year?

Idaho will be administering WIDA's ACCESS for ELL 2.0 for the annual English language assessment for Idaho's English Language Learners.

Will Idaho be administering online or paper ACCESS for ELLs 2.0 in 2015-2016?

Except for the Kindergarten assessment, which will be administered as a paper-based assessment, ACCESS for ELLs 2.0 will be administered online in Idaho. Idaho's Technology and Assessment Coordinators have received information, via email, on the technology requirements for the online version of the ACCESS for ELLs 2.0. If needed, the technology requirements can be viewed at https://www.wida.us/assessment/access20-tech.aspx. While the technology requirements should not be an issue for most of Idaho's districts, the paper version of the ACCESS for ELLs 2.0 is available if needed. The paper version of the assessment will also be made available for special circumstances; such as, a recent immigrant student who is not familiar with

computer technology. The Idaho SDE will be providing districts specific instructions for requesting the paper-based version of the assessment in the Fall 2015.

Further guidance on ACCESS for ELLs 2.0 will be provided soon; score reports, exiting criteria and more.

Assessment Timeline

ACCESS for ELLs 2.0 Administration Dates (2015-2016)

Description	Date(s)
Test Materials Ordering	11/2/2015 to 12/4/2015
Pre-ID Files to DRC	12/4/2015
Online Test Setup	1/4/2016 to 3/18/2016
Districts Receive Test Material (On)	1/25/2016
Test Window	2/8/2016 to 3/18/2016
Additional Test Material Window	1/27/2016 to 3/11/2016
Districts Pack Completed Test Material	2/23/2016 to 3/25/2016
Districts Ship Completed Test Material to DRC	2/23/2016 to 3/25/2016
All Test Material Received at DRC	4/1/2016
Pre-Reporting Data Validation Window	4/18/2016 to 4/29/2016
Districts Receive Reports - Printed and Online (On or Before)	5/16/2016

Accountability: Annual Measurable Achievement Objectives (AMAOs)

Guidance will be provided soon.

Appendix A: English Language Learner Identification and Eligibility

Do the responses to the Home Language Survey indicate that the student has a primary language other than English?

→ **NO** → The student is not eligible for English Language Learner Services

↓ **YES** → Administer the W-APT

First Semester K:
Listening & Speaking Only

↓

Regardless of the combined Listening/Speaking raw score, students are coded as L1 (1st year identified) and do not have an opportunity to exit ELL status until the student meets the state's exit criteria.

Second Semester Grade K & First Semester Grade 1:
All four domains

→ Second Semester Grade K

→ First Semester Grade 1

↓

A combined Listening and Speaking score of 29 or higher, AND a Reading score of 14 or higher, AND a Writing score of 17 or higher.

YES → Student does NOT qualify for English Language Learner services

NO → Student qualifies for English Language Learner services

Second Semester Grade 1 through Grade 12:
All four domains

↓

The grade-level adjusted composite score is 5.0 or higher AND all domains are 5.0 or higher.

YES → Student does NOT qualify for English Language Learner service

NO → Student qualifies for English Language Learner services